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Joint Task Force on Teacher Preparation

IMPLEMENTATION PLAN

Massachusetts Board of Education

January 1988

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I. INTRODUCTION

Overview

In November 1987, the Joint Task Force on Teacher Preparation released its recommendations for teacher education reform in a report entitled Making Teaching a Major Profession. The nine major recommendations of the Report shape the conceptual framework for improving teacher education in Massachusetts. This framework is simultaneously a starting point for concrete change in how the Board of Education certifies teachers and approves teacher education programs and also a subject for continued discussion as we seek the most promising, effective and practical policies for implementing these changes.

This plan is a blueprint for where we expect to move over the next few years. It contains key issues, policy options, a timeframe and other important implementation questions that will need to be addressed. Knowledgeable groups and individuals will review this plan and improve its quality.

In developing this plan, the Department staff has worked closely with the Board of Regents as they simultaneously develop their implementation plan, which will focus on higher education requirements for the public college and university system. Section III of this plan details a joint implementation calendar. The Board of Education and the Board of Regents share a common vision for a new and creative model for teacher preparation in the Commonwealth. In this shared spirit, each Board will undertake the specific activities outlined in the implementation calendar.

This plan was reviewed by the Commissioner and the Massachusetts Advisory Commission on Educational Personnel (MACEP). This Commission has legislative authority to advise the Board of Education on all matters concerning the certification of educational personnel. For each recommendation/objective of the plan, Department staff will generate policy papers and regulations that will be reviewed by the Commissioner and forwarded to the Advisory Commission. These papers will then be reviewed by a subcommittee of the Board of Education prior to the Commissioner's forwarding the proposed policies and regulations to the full Board for consideration. Regulatory changes proposed in FY88 will be in effect one year after passage and are therefore expected to affect freshman entering in academic year '89-'90.

The Commissioner and the Massachusetts Advisory Commission on Educational Personnel will work closely with (a) Department staff in the Bureau of Teacher Certification and other divisions in the agency; (b) other commissions emanating from the Board of Education that are concerned with the training of educational

personnel; (c) Board of Regents staff; and (c) professional organizations and advisory groups. A list of these individuals and groups are listed in Attachment A.

Organization of the Plan

The plan is organized into four sections. The first section addresses the purposes and assumptions of the plan and identifies key issues. The second section highlights each objective, with special emphasis on the particular years of implementation. The third section highlights key implementation activities, by year, related to the objectives and sub-objectives outlined in Section II. The final section recommends the next steps for the implementation. Attachment A lists Department staff, individuals, advocacy and professional groups that will be involved in policy deliberations.

Purposes of the Plan

The plan is designed to provide leadership by the Department of Education, in concert with the Board of Regents, for reforming teacher preparation in Massachusetts. The Department recognizes its role and has an underlying belief that enhanced cooperation between the Department, the Board of Regents, higher education, teachers and local school systems will achieve our mutual goal of improving learning in the classroom through the establishment of a two-stage certification process and a series of actions that will

- improve the preparation of teachers
- improve the quality and value of the first years of teaching through intensive, ongoing support and competency-based assessment of beginning teachers
- verify statewide that beginning teachers have achieved a level of competency that warrants full certification
- attract and retain as teachers mid-career persons with appropriate expertise, background and orientation
- attract and retain as teachers persons who reflect the racial and ethnic diversity of the students in the Commonwealth
- build bridges between preservice and inservice education
- recognize and draw from the expertise of Massachusetts's experienced teachers who will serve as mentors for beginning teachers

- improve standards for teaching performance
- put into place a continuous system of monitoring and evaluation of state-wide policies related to educational personnel.

The major objectives of the plan are as follows:

1. Suggest a management plan to translate the Report recommendations into Board of Education policy and regulations;
2. Examine how the Report recommendations affect the design, management and responsibilities of the new Division of Educational Personnel;
3. Develop a strategy to obtain fiscal support from the Administration and legislature for the proposed law, policies and regulations.

Assumptions of the Plan

We have two major sets of assumptions in preparing this plan. First, we assume a need to address the following concerns affecting the teaching profession:

- to change the educational standards, and the public's perception of these standards, in the Commonwealth's teacher preparation programs;
- to develop certification requirements that do not discourage or restrict highly qualified individuals from entering into the Massachusetts teaching force;
- to increase the number of minority teachers;
- to train and support of beginning teachers in our school systems;
- to improve the retention of new teachers in our schools;
- to make better use of the experience and expertise of our best teachers;
- to improve collaboration between the schools and higher education programs in the preparation of teachers;
- to develop assessment measures of educational personnel on a statewide basis that are related to classroom teaching objectives.

The second set of assumptions will guide the policy development and management role of the Board of Education in addressing the above concerns:

- policy will be developed that allows for creativity and flexibility in developing new and alternative teacher preparation programs;
- monitoring of teacher preparation can and should be more focused, relevant and instructionally useful;
- certification requirements for teachers and administrators should reflect and serve as a catalyst for change in school curriculum and school governances;
- new policies and regulations developed from regulations from the Joint Task Force Report will increase public accountability and fiscal support for the preparation and recruitment of candidates into the profession.

II. ISSUE IDENTIFICATION

In his November presentation to the Board of Education, the Commissioner highlighted three key tasks that the Board will need to undertake in order to implement the recommendations of the Joint Task Force Report. These key objectives form the framework for our plan. The related sub-objectives are in the form of questions and considerations.

OBJECTIVE I: Review and revise the certification and program approval standards in light of the two-stage certification process.

- Study the present system of certification and program approval in order to retain the key rationales and programmatic strengths and to consider alternatives for improving the system (e.g., decrease categories of certification) in light of the Report recommendations;
- Establish the common standard teaching competencies required for provisional and full certification;
- Review Standard I requirements for all certificates;
- Define the nature of the liberal arts undergraduate major, including core general education requirements, and definition of interdisciplinary degree;
- Encourage the development of alternative programs for provisional certification of mid-career professionals and other individuals already possessing a liberal arts bachelor's degree;
- Define the minimum requirement of 150 hours of supervised practice that is required for provisional certification;
- Address the issues of special certification areas (e.g., special education, business education, home economics) within the framework of the liberal arts education requirement;
- Propose exit criteria for teacher preparation programs;
- Develop multiple assessment measures that will ensure the basic competencies established for provisional and full certification;
- Establish and define the role of regional Assessment Centers for providing technical assistance to schools and higher education in their assessment efforts;

- Establish Centers of Excellence that would have the authority to provide grants and waive regulations for a limited number of programs that attempt different means of preparing future teachers;
- Facilitate collaborative planning between school personnel, liberal arts and science faculty, and education faculty;
- Examine the new standards in light of the Interstate Certification Compact.

OBJECTIVE II: Lead in the development of plans and programs for attracting minority students into the teaching profession.

- Consider a tuition remission program for those individuals (including nonminorities, probably) enrolled in the proposed clinical Master's program;
- Propose programs to recruit people of color and other linguistic minorities into the teaching profession, including early intervention programs in the schools and admissions outreach to minorities in schools and in the workforce in order to encourage application to college and teacher training programs;
- Explore how the Department can employ the resources of the new division of Educational Personnel in the recruitment of minorities, and work cooperatively with the Office of Equal Educational Opportunity to enhance teaching opportunities in the schools at risk.

OBJECTIVE III: Develop guidelines for mentor teachers.

- Develop or oversee policy development for the recruitment, selection, role definition, licensing, funding and evaluation of mentor teachers;
- Assist higher education in their efforts to match provisionally certified teachers with school systems;
- Facilitate collaborative efforts between mentor teachers and graduate faculty;
- Design training of mentor teachers, principals, and graduate faculty for their roles in the mentor teacher program and in assessment techniques;
- Establish professional development schools to nurture, test and share promising beginning teacher support programs on the local level.

III. HIGHLIGHTS OF KEY IMPLEMENTATION ACTIVITIES

The following timechart identifies implementation activities to be carried out by the Board of Education and the Board of Regents in pursuing the common goal to enhance the quality of teaching in the Commonwealth. Although the majority of individual tasks will be carried out by either the Board of Regents or the Board of Education, we assume that the Boards will work closely on policy areas during this implementation period.

For example, the Board of Education will take the lead in studying current literature and other state mentor teacher programs for promising practices that could guide policy. Ensuing regulations would address the following responsibilities: identifying, recruiting, selecting, delineating roles and responsibilities and evaluating mentor teachers. The Board of Regents together with the Board of Education will call together a working group to study and recommend mentor teacher training models. The Board will then implement the models.

III. HIGHLIGHTS OF KEY IMPLEMENTATION ACTIVITIES

Joint Task Force on Teacher Preparation

This section will highlight through use of a timechart key tasks to be performed by the Board of Education and the Board of Regents in the implementation of the objectives and sub-objectives outlined in Section II.

KEY: (E) = activity coordinated by the Board of Education
(R) = activity coordinated by the Board of Regents

OBJECTIVE I: Review and revise certification and program approval standards

<u>FY88</u> (Academic Yr. '87-88)	<u>FY89</u> (Academic Yr. '88-89)	<u>FY90</u> (Academic Yr. '89-90)	<u>FY91-92</u> (Academic Yr. '90-92)	<u>FY93</u> (Academic Yr. '92-93)
Review current certification system. (E)	Reevaluate Standard I requirements for full certification. (E)	Establish on pilot basis Assessment Centers and Centers of Excellence. (E)	Study effectiveness of implementation of new certification requirements. (E)	Two-stage certification system exists.
Initiate program standards for new clinical M.Ed. programs at state higher education institutions. (R)	Reevaluate current program approval and propose changes. (E)	Field test required assessment measures. (E)	Higher education programs reflect recommendations of JTTP. (E)	Proceed with Assessment Centers and Centers of Excellence. (E)
				Pool of teacher candidates qualitatively stronger and more diverse in background.
				Develop incentives for college graduates from 1988 and onward to enroll in clinical Master's. (E)
				Continue development of clinical Master's programs. (R)
				Support establishment of a Joint Committee of liberal arts and education faculty and school-based personnel to integrate

Regional Assessment Centers exist.

OBJECTIVE I. (continued)

<u>FY88</u> (Academic Yr. 87-88)	<u>FY89</u> (Academic Yr. 88-89)	<u>FY93</u> (Academic Yr. 92-93)
teaching of liberal arts and professional studies. (R)	Renegotiate the ICC. (E)	Centers of Excellence exist.
Convene working group to address unique needs of special certificates. (E&R)	Report final recommendations of advisory committee on administrative certificates. (E)	
Recommend new preliminary standards for liberal arts and science degree, interdisciplinary major and guidelines for general core requirements. (E&R)	Develop appropriate assessment instruments for certification. (E)	
Revise regulations for Common Teaching Standards II-V for provisional and full certification. (E)	Report final recommendations of study group in, <u>The Year Ahead: The Undergraduate Experience</u> (R)	
	Develop alternative programs for provisional certification of non-traditional studies; such as, mid-career professionals and holders of Bachelor's. (R)	

OBJECTIVE I (continued)

FY88
(Academic Yr. 87-88)

Reevaluate Standard I requirements for provisional certification. (E).

Recommend in regulation requirement a minimum of 150 hours of field experience for the provisional certificate. (E)

FY89
(Academic Yr. 88-89)

Develop policy incentives for teachers certified under old certification standards to enroll in clinical Master's degree. (E).

Develop institutional program standards for alternative certification programs. (E).

Establish clinical Master's program on selected campuses. (R)

Establish Advisory Committees to examine administrative and other support personnel certificates. (E)

Initiate discussion with Centers of Excellence Corporation regarding possible joint programs. (E&R)

OBJECTIVE II: Develop plans and programs to attract minorities into teaching

<u>FY88</u> (Academic Yr. 87-88)	<u>FY89</u> (Academic Yr. 88-89)	<u>FY90</u> (Academic Yr. 89-90)	<u>FY91-92</u> (Academic Yr. 90-92)	<u>FY93</u> (Academic Yr. 92-93)
Commissioner and Chancellor appoint Task Force to study minority recruitment, specifically: (E&R)	Implement and advertise minority recruitment plan.	Assess effectiveness of plan based on predetermined outcome measures.	Modify plan as necessary.	Minority enrollment in teacher preparation programs and hiring in MA school systems have following characteristics:
Verify reasons for decreasing minority enrollment in teacher ed programs and as new hires.	- levels higher than in FY88;	- minority enrollment and hiring trends are not decreasing and have stabilized or are increasing.	- minority proportionately higher in districts with high minority enrollment;	Establish outcome measures to capture effectiveness of new minority recruitment plan.
Propose comprehensive program for minority recruitment to be implemented by Division of Ed 'l Personnel.				

OBJECTIVE III: Develop guidelines for mentor teachers

<u>FY88</u> (Academic Yr. 87-88)	<u>FY89</u> (Academic Yr. 88-89)	<u>FY90</u> (Academic Yr. 89-90)	<u>FY91-92</u> (Academic Yr. 90-92)	<u>FY93</u> (Academic Yr. 92-93)
Study current literature and other states' programs for promising practices. (E)	Study CAGS, Ed.D., and Ph.D. programs. (R)	Phase in mentor of teacher program. (E&R)	Continued phase in of mentor teacher program. (E&R)	Mentor teacher programs exist in school districts.
Develop prototypes for Professional Development schools. (R)	Propose regulations for mentor teachers that address: procedures role and responsibilities, evaluation and funding formulas. (E)	Appraise mentor teacher program and modify based on evaluation. (E&R)	Appraise mentor teacher program and modify based on evaluation. (E&R)	Active collaboration between mentor teachers and graduate faculty.
Convene models for training mentor teacher participants. (R)	Pilot test models for training mentor teacher program participants. (E&R)	Professional Development Schools exist.		
Identify and work with school-college partners who will participate in FY90 pilot. (E&R)	Project cost of mentor teacher program. (E&R)			
Develop criteria to measure mentor teacher program effectiveness. (E)	Facilitate discussion and collaboration between higher education and school districts. (E&R)			

IV. RECOMMENDATIONS FOR IMPLEMENTATION

On the basis of the objectives described above, we have developed a six-year implementation plan for the Board of Education. While not inclusive, the following plan for the Board of Education highlights potential policy options as well as key issues we need to determine over the next few years. The Board of Regents is submitting a separate plan-of-action.

In considering these recommendations, we need to remain sensitive and open to decreased, increased or alternative roles for the Department in implementing these objectives. As we explore these objectives, we should continue to tap the experience of educators throughout the Commonwealth and, to the extent that it is feasible, keep the public informed of our deliberations.

OBJECTIVE I: Review and revise the certification and program approval standards in light of the two-stage certification process.

Within Six Years: FY93

1. A two-stage certification system exists. Certification and program approval standards reflect appropriate competency requirements as measured through coursework and other assessment techniques.
2. Undergraduate and graduate programs have been altered and reflect the recommendations of the Joint Task Force Report.
3. The pool of teacher candidates is qualitatively stronger and more diverse in background.
4. Regional Assessment Centers exist.
5. Centers of Excellence exist.

Within FY88

1. Study the present system of certification and program approval. [in progress]
 - o Study and appraise the definition of competencies and the rationale for existing certification requirements. [in progress]
 - o Evaluate and propose measures to overcome the causes of the backlog in certification approval. [in progress]

2. Study the current literature and other state activities for promising practices in five-year certification systems, Assessment Centers and Centers of Excellence, and assessment measures. [in progress]
3. Recommend by June 1988 new preliminary certification regulations relating to the following:
 - (a) definition of requirements for liberal arts and science or an interdisciplinary major, and guidelines for the core requirements.
 - (b) a revision of common teaching standards in light of the two-stage certification process;
 - (c) a redefinition of administrative and support personnel certificates.
 - (d) a requirement for 150 hours of field based experience for the provisional certificate.
 - (e) review of Standard I requirements for provisional certificates.
4. Determine outcome measures to capture the effectiveness of the new certification requirements.
5. Review proposals to address the unique program needs of special certificates (special education, bilingual education, physical education, industrial arts, business, home economics, art and music).
6. Determine the role that the new Division of Educational Personnel should play in the recruitment of prospective teachers into the redesigned teacher preparation programs, including a publicity campaign, regional conferences throughout the State to develop awareness of issues related to undergraduate teacher training and the beginning teacher, and the retraining of Bureau of Teacher Certification staff.
7. Investigate the requirements for membership in the Interstate Certification Compact in light of changing certification laws and regulations.
8. Establish an Advisory Committee on Administration within the Massachusetts Advisory Commission on Educational Personnel to examine administrative certification and to do a needs assessment of appropriate graduate programs for educational leadership.

Within FY89

1. Reevaluate Standard I requirements for all classroom teaching certificates for full certification.
2. Reevaluate current program approval institutional standards and propose new regulations for suggested changes.
3. Develop institutional program standards for alternative certificate programs.
4. Recommend in regulations the requirements for the clinical experience in the Master's program.
5. Renegotiate the Interstate Certification Compact and explore possibilities for New England regional certification.
6. Propose legislation to fund regional Assessment Centers and Centers of Excellence and the development of assessment measures, as necessary.
7. Work cooperatively with the Board of Regents in assisting higher education and local school systems as they develop new and alternative programs to meet the requirements of the proposed regulations.
8. Evaluate recommendations by the advisory committees on administration and other support personnel certificates on changes in administrative certificates and support personnel certificates. Make recommendations to the Board of Regents on graduate program needs in the certification areas studied.
9. Develop appropriate assessment measures.
10. Implement the required Communication and Language Skills Examination (CLSE) (target date: January 1, 1989).
11. Develop policy incentives for teachers certified under the old standards (prior to February 15, 1993) to enroll in clinical Master's degrees.

Within FY90

1. Establish on pilot basis regional Assessment Centers and Centers for Excellence.
2. Field test the required assessment measures.

Within FY91 - FY92

1. Study the effectiveness of the implementation of the new certification requirements, specifically programmatic problems, as evidenced through predetermined outcome measures.
2. Recommend operational changes in the management of certification and program approval.
3. Analyze outcomes of the assessment measures on a school, institution, and statewide basis, as well as longitudinally.
4. Proceed with Assessment Centers and Centers of Excellence - models that may be adjusted based on the pilot project experiences and may be expanded upon as funding allows.
5. Develop incentives for college graduates from 1988 and onward to enroll in clinical Master's program.
6. Continue the public education campaign, both in-state and out-of-state, on the new teacher training model. This campaign might include regional conferences, annual conferences, periodic correspondence or publications from the Department.

OBJECTIVE II: Lead in the development of plans and programs for attracting minority students into the teaching profession.

Within Six Years: FY93

1. Minority enrollment in teacher preparation programs and hiring in the Massachusetts school systems have the following characteristics:
 - o they are at levels higher than in FY88;
 - o these levels are proportionately higher in the school districts where most of the students are minorities;
 - o minority enrollment and hiring trends are not decreasing and have stabilized or are increasing.
2. The Department, through the Division of Educational Personnel, has an active program for recruiting people of color and linguistic minorities into the teaching profession.

Within FY88

Commissioner and Chancellor appoint Task Force to study minority recruitment, specifically:

1. Document and explore the sources of the problem of decreasing minority enrollment in teacher preparation programs and as new hires in Massachusetts schools.
2. Consult with minority organizations and study the current literature and other state's activities for promising practices in minority recruitment.
3. Propose a comprehensive program for minority recruitment to be implemented by the new Division of Educational Personnel's Office of Recruitment.
4. Establish outcome measures that will capture the effectiveness of the new minority recruitment plan and a means to collect this data.
5. Request funding to support additional Department resources required to implement the new minority recruitment plan.

Within FY89 - FY93 (and on an ongoing basis)

1. Implement and advertise the minority recruitment plan.
2. Assess the effectiveness of the implementation of the plan and its components based on the results of the predetermined outcome measures.
3. Recommend adjustments to the plan if necessary.

OBJECTIVE III: Develop guidelines for mentor teachers.

Within Six Years: FY93

1. Mentor teacher programs exist in school districts.
2. There is evidence that these programs are successful based on the following indicators:
 - o improvements in the quality and value of the first years of teaching
 - o more persons - especially minorities - attracted to and retained in the field of education
 - o mentor teachers feel that these programs successfully use their experience and expertise.

3. Active collaboration between mentor teachers and graduate faculty.
4. Professional development schools exist.

Within FY88

1. Study the current literature and other states' mentor teacher programs for promising practices that might be appropriate for Massachusetts.
2. Fund promising school-college collaborations as prototypes for Professional Development Schools. [in progress]
3. Develop grant application guidelines for potential Professional Development Schools, assuming funding is forthcoming.

Within FY89

1. Propose regulations for the mentor teacher program that would address the following points:
 - o procedures for identifying and recruiting mentor teachers
 - o school-based procedures for selecting mentor teachers
 - o the role and responsibilities of the mentor teachers
 - o mechanisms for evaluating the mentor teachers
 - o funding of mentor teacher salaries.
2. Begin to advertise and promote this mentor teacher program for adoption on a voluntary basis beginning in FY90 (Fall 1989).
3. Propose membership, procedures and a plan for training the team that will evaluate provisional teachers, possibly including the mentor teacher, principal and graduate faculty. A successful evaluation would be a requirement for full certification . Specific evaluation measures would be established under Objective I.
4. Project cost of mentor teacher salaries for FY90 phase-in period.
5. Work with Board of Regents in facilitating discussion and collaboration between higher education and local schools to begin a mentor teacher program beginning n FY90.

6. Identify and work closely with school-college partners who have volunteered to begin a mentor teacher program beginning in FY90.
7. Propose a plan for Professional Development Schools to nurture, test and share beginning teacher programs on the local level. The operations of the Professional Development Schools would complement those of the Assessment Centers and Centers of Excellence.
8. Develop criteria to measure the effectiveness of the mentor teacher program and a means to collect this data.

Within FY90

1. Phase-in of mentor teacher program by adoption of program in a select number of school systems.
2. Appraise the success of these programs through the collection of the following kinds of data:
 - o the initial desire of experienced teachers to serve as mentor teachers (and sources of this interest)
 - o the initial desire of prospective teachers to participate in the clinical Master's program
 - o the opinion of participating mentor teachers after a year of service in the program
 - o the opinion of provisional teachers after a year of participation in the program
 - o the provisional teacher drop-out rate
 - o the operational success of the program (e.g., mentor teachers have sufficient time to work with provisional teachers; mentor teachers feel sufficiently trained to work with provisional teachers; mentor teachers are able to implement the required assessment techniques)
 - o the evaluation of the mentor teachers themselves, including the use of the provisional teachers.
3. Propose and implement adjustments in the mentor teacher program model based on these early experiences.
4. Propose legislation for continuing funding of Professional Development Schools.

Within FY91

1. Continue phase-in of mentor teacher program in anticipation of full implementation by FY82.
2. Continue to promote the mentor teacher program and disseminate information about first-year experiences through regional workshops and an annual conference.
3. Continue to collect data relevant for the evaluation of the mentor teacher program.
4. Ensure increased funding for mentor teacher salaries and Professional Development Schools for full implementation in FY92.

Within FY92 (and on an ongoing basis)

1. Full implementation of the mentor teacher program with ongoing collection and analyses of data in order to improve the program.

V. RECOMMENDATIONS FOR NEXT STEPS

1. Disseminate Implementation Plan to public for comment and review.
2. Review resources for the new Division of Educational Personnel within the Department and develop realistic budgets, funding strategies, timetables and staffing patterns from now through FY93.
3. Involve appropriate central and regional center managers and staff in developing mechanisms for input into the plan's management design, policy recommendations and regulations.
4. Involve appropriate advocacy and professional groups in policy determinations.
5. Develop a regular process for updating and revising the plan. Establish a six-month review period.
6. Summarize the status of the implementation in easy-to-read memorandum for circulation to concerned parties.

ATTACHMENT A
PLANNING PROCESS CONSULTANTS

1. State Agencies

Massachusetts Board of Regents of Higher Education
Office for Children

2. Department Bureaus

School Programs Bureau
Early Childhood Education
Bilingual Education
Bureau of Educational Technology
Educational Equity
Division of Special Education - Program Development and Evaluation
Office of Community Education
Office of Professional Development
Research and Assessment
Directors Regional Centers

3. Advisory Commission

Massachusetts Advisory Commission for Education Personnel
Regional Centers
Educational Technology
Professional Development Advisory Council
Special Education Advisory Commission
Business-School Partnerships Advisory Commission
Bilingual Education Advisory Committees
Early Childhood Education Advisory Committee

4. Advocacy Groups

Massachusetts Advocacy Center
Multi-Cultural Education Technical Assistance Group (META)
Fair Test
NAACP

5. Professional Associations

Massachusetts Association for Colleges of Teacher Education
Massachusetts Association of Teacher Educators
Massachusetts Teachers Association
Massachusetts Federation of Teachers
Commonwealth Teacher Education Consortium
Private Liberal Arts Colleges for Teacher Preparation
Education

Associations of Teachers of Mathematics in Eastern Massachusetts
Boston Area Math Specialists
City and Town Administrations of Physical Education
Early Childhood Educators
Eastern Massachusetts Home Economics Association
Massachusetts Administrators of Special Education
Massachusetts Alliance for Arts Education
Professional Associations
Massachusetts Art Directors Association
Professional Associations
Massachusetts Art Education Association
Massachusetts Association for Advancement of Individual Potential
Massachusetts Association for Educational Media
Massachusetts Association for Health, Physical Education and Recreation
Massachusetts Association for Supervision of Curriculum Development
Massachusetts Association for Middle/Junior High Administrators
Massachusetts Association for School Business Officials
Massachusetts Association for School Committees
Massachusetts Association for School Superintendents
Massachusetts Association for Science Supervisors
Massachusetts Association for Science Teachers
Massachusetts Association for Secondary School Administrators
Massachusetts Association for 766 Approved Private Schools
Massachusetts Association for Teachers in Math in New England
Massachusetts Association for Teachers of Other Languages
Massachusetts Association for Bilingual Education
Massachusetts Bay Association for Counseling and Development
Massachusetts Business Education Directors
Massachusetts Council for the Social Studies
Massachusetts Council of Teachers of English
Massachusetts Elementary School Principals Association
Massachusetts Foreign Language Association
Massachusetts Home Economics Association
Massachusetts Music Educators Association
Massachusetts Organization of Educational Collaboratives
Massachusetts Parent-Teacher Student Association
Massachusetts Personnel and Guidance Association
Massachusetts Reading Association
Massachusetts Industrial Education Society

